

## OUR WORK.

*House of Education.*  
Term begins January 13th.  
*Parents' Review School.*  
Term begins January 15th.

*The Parents' Review.*

There are certain buried treasures in the first and second volumes of *The Parents' Review* published some fifteen or sixteen years ago, and read by a former generation. The Editor proposes to reprint some of these from time to time, as they are too good to be lost and cannot be repeated.

\**Register of Schools, some classes of which work in the Parent's Review School and are tested by P.R.S. Examiner:*

Principal.	School.	Boys.	Classes Working in P.R.S.
MISS AITCHISON	Abbeyfield House, Sheffield	Girls	After Easter.
MISS ALLEN and	Spange House, Ewhurst, } MISS PARISH	Girls	II., III., and IV.
MISS AMBLER	Guildford	Girls	Ia., Ib., II., III., and IV.
MISS BECK	Risca, Reigate	Girls	Ia., Ib. and III.
MISS BIRTHWHISTLE	Fridhem, Heacham, King's Lynn	Boys	Ia., Ib. and II.
MRS. CLAYE	3, Onslow Place, S.W.	Girls	I., II., III., IV.
MISS COOKE	The Vicarage, Brigg	Boys	II. and III.
MISS CRAMPTON	"Romanoff," Surbiton	Girls	II. and III.
W. STORRS FOX, Esq.	Frenchay Lodge, nr. Bristol	Boys	II. and III.
MISS GAYFORD	St. Anselm's, Bakewell	Girls and small boys	Ia. and II.
C. H. GIBBS, Esq.	S. Cuthbert's, Twickenham	Boys	Ib. and II.
MISS FIELD HALL	37, Sloane Street, London, S.W.	Boys (preparatory)	Ib. and II.
MRS. LAMB	High Cliff School, Scarborough	Girls	II.
MISS LEVICK	Rijswijk, Epsom	Boys and girls	Ia. and II.
MISS NESBIT	Edgehill, Peak Hill, Sydenham, S.E.	Boys	Ia., Ib., II. & III.
Miss K. H. NODDALL	S. Hilda's Prep. School, Purley	Boys and girls	Ia., Ib. and II.
J. W. E. PEARCE, Esq.	Moorlands, Bovey Tracey, Devon	Boys	Ia., Ib. and III.
MISS RICHARDSON	Merton Court School, Sidcup	Boys	Ib. and II.
MISS SWAIN	Lindum House, Bexhill-on-Sea	Boys	II. and III.
J. O. M. THOMAS, Esq.	Frith Park School, Sheffield	Boys	Ia., Ib., II. & III.
H. G. UNDERHILL, Esq.	14, Chilworth Street, Westbourne Terrace, W.	Boys	Ia., Ib., II. & III.
MISS WATSON	Wootton Court, Wootton, near Canterbury	Boys (preparatory)	Ia., Ib., II. and III.
MISS WHITE	Alstone Court, Cheltenham	Boys	Ia., Ib. and II.
	Glencairn, Chippenham	Boys	Ia., Ib. and II.

\* The Committee take no responsibility with regard to these schools except as far as the above statement goes; due inquiries should be made by parents. Prospectuses can be had on application to the Office.

## BOOKS.

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*P.N.E.U. Literary Society.* Subject for January: Some of Shakespeare's Female Characters.

*P.N.E.U. Translation Society.*—Subject for January: From Immermann's *Oberhol.*

C. AGNES ROOPER, Hon. Sec.,  
Pen Selwood, Gervis Road, Bournemouth.  
From whom all particulars may be obtained.

## OTHER WORK.

The Public Schools Science Masters' Association is about to hold its annual Conference on January 25th, at Westminster School. Sir Oliver Lodge is President for the year, and has promised to address the members of the Association upon the place of Science in general education. The subject of the Army Examinations will be discussed, and a short paper will be read on the possibility of introducing a comprehensive syllabus of Science teaching within the time limits of classical curriculum. After the Conference there will be an exhibition of novelties and specialities by various makers of scientific instruments, held in the new school laboratories.

## BOOKS.

*Health at School*, by Clement Dukes (Rivington, price 10/6). This is the fourth edition of Dr. Clement Dukes' invaluable manual since its first appearance, 1883. He notes in his preface the general expansion of popular opinion with regard to the subjects he treats on, but he leaves it to us to discover how much of this advance in the common-sense treatment of boys, is due to what has become a familiar handbook with enlightened masters. We should probably find a place also in the book shelves of parents, those who have daughters, as well as of those who have sons. There are chapters upon the selection of a suitable school, including some nine or ten considerations, treating such various subjects as preparation for school, intellectual education, moral education, hereditary tendencies, proper clothing, boots, daily natural relief, and the morning cold baths. The Master's boarding-house is treated of in some eighty odd pages, and probably there is no question concerning the care and health of a boy at school, which is not fully and wisely treated. The section on diet will commend itself specially to sensible parents; what a boy needs, and what he had better not have, are fully and freely discussed, and always with commendable common-sense, as well as with specialised knowledge. Dr. Dukes maintains that a boy should be allowed meat twice a day (a rule that applies equally to growing girls), but that this meat should be eaten at breakfast and at mid-day dinner, never at supper; the breakfast meat should be in the form of fish, bacon, sausages, and the like; he gives the most unqualified recommendation of porridge, not only at breakfast, but also at 6 o'clock tea, which he considers should be a substantial meal without meat, not to be followed by supper. Fish is strongly recommended, if only it could be obtained at a fair price, but he appears to consider the cost generally prohibitive. He urges the provision of jam, marmalade, treacle, and the like. Cheese he considers an excellent food for boys and girls, when eaten at the mid-day meal. As an illustration of the fine common-sense that characterises all Dr. Dukes' utterances—“But I would earnestly urge that the diminished food-value of boiled milk to the young, is not compensated by the diminished risk of infection

from micro-organisms, in unboiled milk . . . "But, at present, the defective nutritive value of boiled milk is certain; while the possibilities of danger in unboiled milk are comparatively remote." School play, illness, personal hygiene, day scholars, girls schools, vocations, are among the subjects discussed with singular insight and suggestiveness. The tables and charts are very instructive; for instance a table of the average chest measurement, a chart of the annual increase of weight in boys, ditto in girls, a table of the amount of sleep required at the various school ages, etc.

*The Principles of Hygiene for the Use of School Teachers*, by A. Watt Smyth (Simpkin, Marshall, 6/-). Mr. Watt Smyth has given us a really valuable text book of the principles of Hygiene, based on Physiology. We particularly value Mr. Smyth's effort; he does not offer a little practical advice under the head of Hygiene, and then give a physiological reason for his hint, but after a clear physiological treatment of the several organs, he derives certain hygienic rules and advices. His treatment of corrective and controlled exercises, in connection with the muscular system, is very helpful, so, too, his chapter on the diseases of school-life. The diagrams and plates are valuable; we are especially struck by the plate comparing the skull of a child aged six years and that of an adult; also that which shows good and bad attitudes in sitting. The chapters on the Hygiene of the Eye, and that of the Ear, are particularly useful. This seems to us a valuable book both to teachers and parents.

*School Teaching and School Reform*, by Sir Oliver Lodge (Williams & Norgate, 3/6). All of the utterances of Sir Oliver Lodge on the subject of education command attention; and these four lectures on school curricula and methods, delivered to secondary teachers and teachers in training at Birmingham, are arresting in no common degree. The author immediately plants his finger upon the fallacy that the object of education is not to impart knowledge, but to train the mind, etc., etc. It is good to read "Very well then, of all things I have to say, I am surer of none than of this: that no method of teaching can possibly be good which does not result in knowledge of the subject, proportional to the time and attention bestowed upon it." This has long been our contention in season and out of season, and we are supported by the demand for "pace," in school work, urged by Mr. Morrant in his "Suggestions to Teachers." How good again is this "A training of the mind by means which pretend to teach a subject and do not teach it, is not only a waste, it is a crime." The author's thoughtful and illuminating chapter upon language deserves careful attention, and we agree with him that no indigestible material is to be supplied to the mind; but here we would enter *caveat* against the common practice in schools; we would add that no *predigested* material is to be supplied to the mind, at the risk of atrophying the digestive organs. Again, it is good to hear that if Euclid could be *universally* learnt and enjoyed, the author, for one, would advocate its retention, but alas, we know that Euclid is not universally enjoyed, and that Geometry taught in the old way is apt to breed a deadly distaste; therefore we hail with pleasure every suggestion of "Inventional Geometry" from so competent an authority. We agree with Sir Oliver Lodge as to the enormous value of the study of History, but we should reverse his method and say that no just idea of contemporary politics can be formed by a mind which is not, so to speak, soaked in History; and we know from experience that History, real History, affording an insight into the constitution of the people, their failures and successes, is very greatly enjoyed by children; and also that they are capable of mastering those principles, which should, but do

not, form the groundwork of politics. How good this saying is, "A year should be a period of conscious advance," again, a protest against the marking time which has been the criminal practice in many schools. We cannot follow Sir Oliver Lodge through every item of school teaching, and school reform, but we have said enough to indicate that it is a book with which parents and teachers should be familiar, as indicating in some directions the best thought of the day on the subject of education.

*Tekel!* by Frank J. Adkins, M.A. (Swan, Sonnenschein, price 3/6). We are glad of this handwriting on the wall; some of the chapters have already appeared in the *Westminster Review*, *Saturday Review*, and *Parents' Review*, etc. Here is a word for Education Committees, "They forget that educational advance is not to be attained by mere increases in machinery and buildings," and again, here is a word to give us pause "how many people can read, in the full sense of the term?" We have space only to quote one more word of wisdom, from a little book which is well worth reading. "In the old days, when the first essential was to secure results, the teacher peptonised all his teaching, and thus caused an atrophy of his pupils' mental powers. But with all its intellectual short-comings, the Results system constituted a bracing moral training, inasmuch as the children under it had to keep on at dry uncongenial work, and had to screw themselves up to sticking point on the examination day. On the abolition of the system, the teacher should have substituted for the ordeal of the annual test, the daily ordeal of intellectual effort. But, trained as he had been, man, youth and boy, under the old system, or under its shadow after it had departed, he continues to peptonise his teaching as before, so that nowadays his pupils run the risk of getting no vigorous exercise at all."

*What Shall I tell the Children?* by George V. Reichel, Ph.D. (H. R. Allenson, price 3/6). The food in this volume is not peptonised; Dr. Reichel pays the children the extraordinary compliment of believing that they can understand. The book is chiefly intended for Sunday School, and perhaps Day School teaching; an object is presented with every lesson, and every lesson has, not a text, but what the author calls a "Scriptural basis." The tale attached to the object, and resting upon this basis, is in every case fresh, delightful, and to the point. In one lesson, for example, called "The Greatest Builder in the World," the object used is a picture of the Eiffel Tower, and beside it on the black-board a drawing of the Termite or African white ant, and its hill, "Go to the Ant, thou sluggard, consider her ways," is of course the Scriptural basis. As for the manner of the moral, we get it in, "We should like to stop to tell you of the termite soldier, that big ant with great jaws and claws, who tears lazy workers, that resist discipline, all to pieces." There is no application because Dr. Reichel believes in the understanding of children. Here is another example, the "Story of an Indian Chief, called Red Jacket," who loved children, and had had many, all of whom were dead; this is how he replies to a lady who asks him about his past life. "'Red Jacket' was once a great man, and in favour with the Great Spirit. He was a lofty pine, among the smaller trees of the forest. But, after years of glory, he degraded himself by drinking the 'fire-water' of the white man. The Great Spirit has looked upon him in anger, and His lightning has stripped the pine of its branches."

*The Power of Play*, by G. Hamilton Archibald (Andrew Melrose, price 3/6). This is a thoughtful discussion of the place and power of play in child culture. Our illustrated papers seem to show that as a nation we are very much alive to the power and place of play; football, swimming, cricket, and the

like, take precedence of the news of the day, whether political or other; but we are in danger of confounding the looking on at games, with play proper, and this is a radical error likely in the end to confound us as a nation. Mr. Archibald's contention is that the child who does not play does not fulfil his function, that the sedentary child has something the matter with him, myopia for example. He gives us a sort of Who's Who record of the amusements mentioned by a large number of children, from which certain deductions may be drawn, and gives us too a chart, showing the difference in average weight of boys, of various classes "in England" (the *Power of Play* is an American publication). It certainly is startling to know that while the average weight of the public school boy is 78.07, that of the middle class boy is only 68.00, and that of the boys in industrial schools only 63.02. Of course many factors besides play go to these results, but play calls for very grave consideration: perhaps play grounds and play rooms, will come to take the place of Infant Schools.

*Self-Knowledge and Self-Discipline*, by B. W. Maturin (Longmans, 5/-). Mr. Maturin has given us an exceedingly thoughtful, well considered and suggestive treatise on the subject of Self-Knowledge and Self-Discipline. The following extract will give a key to the whole, "In all His dealings with man, He dealt with him as a composite being, and taught him to reverence the flesh." . . . "Thus would our Lord impress upon His followers that the body is an integral part of man's nature, neither to be indulged, nor ill-treated, but by the help of His grace, and by the practice of constant discipline, to be brought back to the position of dignity and true liberty, as co-operator with the soul in the service of God, which it held before the Fall. And it is in the hope of the Resurrection that this is to be done. In its essence, and in its motives, Christian asceticism is absolutely different from heathen."

*The Outsiders*, by Annie S. Swan (published by the Army Office, 101, Queen Victoria Street, E.C., price 1/-). We had occasion in an early number of the *Parents' Review*, perhaps 15 years ago, to consider at length the work of the Salvation Army, in an article entitled "Is it possible?" We stated then, what is still our firm conviction, that the redemptive work of the Army is 'bound to succeed,' because it is established upon sound principles, not only sociological, but psychological. It makes a calculated and ordered appeal to every spring in human nature which should help a man to rise to a better life. Mrs. Swan's able and sympathetic report confirms our old contention, and is deeply interesting just now that the question of the Unemployed is pressing heavily upon the national conscience. Two points General Booth brings forward in his Introduction: one is that "We ought to say, and say boldly, that those who are able to work shall work, and at some form of remunerative labour." This no doubt is the right attitude, but opposed to it is the admission that "It is only too evident that such work cannot be provided in the city and town industries." At the present time we are told some sixteen millions of the ratepayers' money is annually spent in maintaining people without work, and "under my plan this sum would be spent in furnishing work for those who are able to work, and who must constitute at least one-third of the total number of unemployed." Colonisation and emigration are the two great redemptive agencies proposed, and to some extent carried out by this benefactor of mankind, and perhaps no part of this intensely interesting little volume is more impressive than the chapter headed "Back to the Land." The success of the Salvation Army Colony at Hadleigh is remarkable and entirely cheering, and we can well believe, that such colonies, planted under such supervision and

discipline, up and down the country, should greatly relieve the pressure of unemployment. Emigration prospects, too, appear to be entirely encouraging, the agricultural labourer, even the unskilled man, is distressingly wanted in new countries. Mrs. Swan tells us that she has herself seen on a wayside station platform of Manitoba, crowds of waiting farmers watching for the incoming of what is called the "Harvest Train," and willing to pay any wage for labour, which they fail to get; and the Salvation Army has succeeded in winning the confidence of those new countries, which are in need of emigrants. The families who emigrate are eagerly welcomed. We all know something of the Salvation Army work in the cities, the Shelter Breakfasts, the Employment Bureaux, the helping hand in many directions; but General Booth is crippled by want of funds. The more the value of his work is recognised, the more do people take it for granted that it will go on without help. Will every reader whose conscience is troubled by such records as the *Times* gave us the other day, of many deaths from starvation in London in a given week, will all of these purchase relief for themselves and relief for the distressed, by sending a contribution to the Salvation Army Office, truly according to their means? Cheques, crossed, should be made out to General Booth, International Head Quarters, E.C.

#### P.N.E.U. NOTES.

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To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 6 copies of any prospectuses or other papers they may print.

N.B.—Kindly write on one side of paper only.

#### NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

BRADFORD

BRENTFORD

CARDIFF.—Names may be sent to Mrs. Hamilton, Blackladies, Dynas Powis.

DUNFERMLINE.—Mrs. Beveridge, Pitreavie, Dunfermline, would be glad to hear from people interested.

EALING

HALIFAX, NOVA SCOTIA.

MANCHESTER.

SURBITON.

SWANSEA.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Armfield, 26, Victoria Street, S.W.

BELGRAVIA.—Nov. 20th., Mrs. Creighton gave the last of her four addresses, and took the subject of "Beauty." The audience was mostly a young one and sat enthralled as Mrs. Creighton passed from visible beauty to beauty of mind and character, to that wider conception of beauty—harmony—and spoke of the golden band of love that makes all our actions coherent. 270 present.—Nov. 21st., Mrs. Clare Gostell lectured on "Brain-work and the care of the mind," "those delicate tissues through which the soul transacts its business." She spoke of the three-fold instrument of mind: brain, spinal cord, nerves; the three factors that form our brain: higher brain, cerebrum, medulla, and the three factors that mould the human character: heredity, environment; deliberate selection.—Nov. 22nd, by the kind invitation of the Council for the